DOMAIN: Language Development and Communication		CONSTRUCT: Book and Print Awareness

CLAIM: Students can acquire the foundational skills for reading and integrate these skills
for comprehending increasingly complex texts in home, school, and community.

BOOK ORIENTATION

UNDERSTANDING	SKILLS	PERFORMANCE DESCRIPTORS
Please see note at right.	Please see note at right.	For the purposes of the progression on Book Orientation and the one on Print Awareness, the following applies for the term "early learning text": An early learning text is characterized as one that contains two to six lines of text, utilizes familiar content that is concrete and easy to understand, contains strong picture support, and uses mostly simple sentences but may periodically include longer sentences that include high frequency words and possibly dialogue. Note: Punctuation increases with the increase in sentence structure and content. Punctuation may include periods, commas, quotation marks, exclamation marks, question marks, and ellipses (Fountas and Pinnell, 1996). Fountas, I. C., & Pinnell, G. S. (1996). Guided reading, good first teaching for all children. (1st ed.). Portsmouth, NH: Greenwood Press.
Understands that books have pages that may contain pictures and/or words.	BPA.1.A. Holds the book in random ways and flips pages, not looking at pages, nor looking at anything specifically.	When handed an engaging early learning text with the spine facing toward the child, the child opens the book from back to front and possibly upside down. The child flips the pages randomly but does not stop long enough to see what is on the pages. When the child gets to the last page or set of pages being turned, the child closes the book. A child selects a book from one of the classroom book baskets. After selecting a book the child examines the book's front and back covers, then opens the book from the back, randomly flips pages, and finally closes the book, and returns it to the basket. Another book is selected and the child opens this book from the front and holds it upside down. This is repeated with several books before the child moves to another area in the classroom.
Understands that books contain pages of print that represent language and there are sometimes pictures that help us know what the words describe.	BPA.2.B. Holds the book in random ways and may flip pages from front or back. May change the position of the book to better view the picture or print.	When given the opportunity to explore an early learning book, the child opens the book upside down and/or back to front, randomly flipping pages until the pictures and/or print captures the child's attention. Then, the child turns the book upright to correct the orientation of picture or print.
	BPA.2.C. Holds the book upright, opens it from the front cover, and turns pages (not always in order).	The teacher hands the child an early learning book with the spine facing the child. The teacher says, "Show me how you would open the book and read it to a friend." The child holds the book upright, opens the book from the front, and begins turning the pages but not always in order.
	BPA.2.D. Holds the book upright, turns the pages in order, starting at the front (one page at a time).	After the teacher selects an early learning book or a child self-selects a book of interest, the teacher says to the child, "Help me read this book to a friend." The teacher asks, "Where do I start reading?" Once the child opens the book upright and opens the book at the front, the teacher asks, "What do we do next to read the book?" The child turns the pages one at a time. When provided an opportunity to engage in a classroom library or centers, the child selects a book and models reading to oneself or to an audience which may include stuffed animals, peers, dolls, or an imaginary audience. The child holds the book upright and turns pages from front to back, one page at a time.

PRINT AWARENESS

UNDERSTANDING	SKILLS	PERFORMANCE DESCRIPTORS
Understands that books have pages that may contain pictures and/or words.	BPA.3.A. Attends to pictures as the only source of information.	While looking at an early learning book, the child attends only to the pictures. For example, during small group or one on one, the teacher may say, "I am going to read a story and I want you to help me." The child points to or looks at the pictures and gives information about the book based on what is shown in the illustrations. The child makes no attempt to "pretend to read" the print on the pages. When examining a self-selected book, the child flips through the pages, looking at and commenting only on the pictures. The child may identify objects or actions seen in the illustrations. The child's eyes scan only the pictures. The child appears not to notice the text. The child is sitting beside the teacher while the teacher reads a book. As the teacher reads, the child points to the pictures on each page. When there is a page with only text, the child turns pages until finding a picture.
	BPA.3.B. Indicates that books can have pictures and/or print by pointing to either.	After the teacher selects an early learning book or a child self-selects a book of interest, the child is prompted to point to print or pictures on a page. For example: The teacher may say, "Show me the pictures … [child points] … Now show me the words." The child points to a picture and points to the print on a page.
	BPA.3.C. Pretends to read by scanning pages with eyes and/or traces text with finger from top to bottom and may trace left to right.	When sitting one on one with a child, the teacher asks the child, "Where should I start reading?" and the child points to text at the top of the page. When the teacher asks which way to go on the page, the child indicates with a hand/finger, moving top to bottom and may move from the left side of the page to the right side when going down the lines of print. When listening to a taped story, the child follows the print by pointing, beginning at the top and moving to the bottom and may run from the left-hand side of the page and move to the right. When the child is "reading" a book of a known story to others (in the literacy corner), the child points to the top of the page and traces the words top to bottom and left to right across the page, while paraphrasing the story to the other children who are listening.
Understands that books contain pages of print that represent language and that there are sometimes pictures that help us know what the words describe.	BPA.4.D. Points in the general area of printed words when prompted to show where we read words.	After the teacher selects an engaging early learning book or the child self-selects a book of interest, the teacher asks the child, "Show me where we read words on the page." The child indicates by pointing or using a hand to show the general area of printed words. Child can find words in different areas of the page. When reading a book, the teacher comes to a page with text and pictures and asks the child to point to the words. The child uses a finger and touches the text – not the pictures – on the page.
	BPA.4.E. Points to the first word on the page when asked where to begin reading.	During center time, the teacher brings the child an early learning text and a stuffed animal or puppet "friend." After the teacher introduces the child to her "friend," the teacher asks the child to show the "friend" where to begin reading the book. The child holds the book right side up, opens to the beginning of the book, and points to where the first word is located on the page. A child sitting in the reading center is "reading" a familiar book to another child. After joining the group, the teacher asks the child holding the book to point to where to begin reading. The child uses a finger and points to the first word on the page.
	BPA.4.F. Points to one or two words on a page when prompted and can point to one letter when prompted.	During small group time, several children and the teacher are reading a big book. The teacher says, "Show me a letter" and the child points to one letter. Next, the teacher says, "Show me a word" and the child points to one word.
	BPA.4.G. Attempts to use one-to-one correspondence while pretending to read.	While reading an engaging early learning book out loud to a student, the teacher points to the first word on a new page. Before reading, the child is asked by the teacher to "Point to each word as I read this line." The child can follow along and match each word on the page with each word that the teacher reads. The child moves a finger from left to right, one word at a time, as the teacher reads. A child interacts with an early learning big book that has one line of large printed text at the bottom of a page. The teacher hears the child "reading" the book and walks over to sit with the child. The teacher may ask the child to point to each word as the child is "reading." (The child may "pretend" to read the text with incorrect language but is able to point to one word at a time as the child is "reading" the text on the page.) Note: For every word that is called, there should be a shift in the child's pointing that goes from left to right and from one word to the next.

DOMAIN: Approaches to Learning	CONSTRUCT: Engagement in Self-Selected Activities

CLAIM: Students can maintain focus and persevere to accomplish collaborative tasks whether those tasks are chosen by them, or assigned to them.

UNDERSTANDING	SKILLS	PERFORMANCE DESCRIPTORS
Children understand that daily classroom routines provide opportunities for them to make choices of interest.	**ESSA.1.A.** Wanders, examining many options for self-directed tasks in the classroom environment, but does not settle with one particular choice.	The child is in the block corner observing other children using file cards and markers to make road signs. The child notices activity in the dramatic play center and moves to that area of the classroom. The child may interact briefly with the dress-up clothes and hats, but decides to leave and go to the sand table. In the media center, the child is given an opportunity to choose a book to be checked out. The child walks from shelf to shelf and mimics the action of peers pulling the books off the shelves. Before the child takes an interest in any book, the child notices other peers in a different location of the media center. The child drops a book on a table to migrate to that other area in the media center. The child repeats the action of pulling books from shelves, without selecting any particular book.
Children understand that making choices allows them to pursue their interests.	**ESSA.2.B.** Begins to make purposeful choices for self-directed tasks that are highly engaging and begins to sustain engagement in a chosen task.	The child chooses to enter the dramatic play center and stays there to explore the materials. For example, begins to remove manipulatives from the stove, the cupboard, etc., and piles them in the middle of the dramatic play table. The child might be exploring the materials, turning them upside down, dropping them on the floor, but does not appear to be trying to accomplish a specific task. The child chooses the math center and stays there to explore materials. For example, the child dumps all of the counting bears onto the table and sets them up in random ways.
Children understand that they can make a plan and accomplish a task of interest to them, even when there are other things going on around them.	**ESSA.3.C.** Sustains engagement in a self-directed task, ignoring task-irrelevant information and low-level distractions from peers or other classroom activities.	The child begins to build in the block corner. The child then removes a collection of blocks from the storage shelf and piles them near the foundation. The child proceeds to build until all of the chosen blocks are used, ignoring the possible distractions of other children also building nearby. The child goes to dramatic play and chooses a spatula or large spoon. The child doesn't stop to play in the kitchen, but takes the utensil to the puppet corner and uses the utensil as a puppet while performing a puppet show.
Children understand that when they are working toward completion of a plan, there may be distractions and interruptions, but that their task will be there when they get back.	**ESSA.4.D.** Sustains engagement in self-directed activities, while increasingly resisting distractions. Resumes or re-engages in activities following interruptions.	The child goes to the bookmaking center and selects materials such as paper, the stapler, and markers for making a book. Another child comes over to show off a Lego® structure. After stopping to admire the Lego® structure, the first child returns to making the book. But before the book is completed, the entire class has to stop what they are doing to go to lunch. After lunch, the teacher allows children to return to what they were doing, and the child continues with that task until the book is complete. The child goes to the painting easel, produces a painting, and leaves it to dry. Later in the free choice time, the child returns to the art center, takes the dried painting, and uses pieces from the collage box to further develop the design by gluing pieces onto the painting.

DOMAIN: Emotional and Social Development	CONSTRUCT: Emotional Literacy

CLAIM: Students communicate about and use strategies to regulate responses to their own emotions.

UNDERSTANDING	SKILLS	PERFORMANCE DESCRIPTORS
Children understand that emotions and feelings may be experienced in the body (e.g., queasy stomach, active body), and displayed in their behavior.	**EL.1.A.** Expresses a range of emotions, including joy, sadness, fear, anger, disgust, interest, surprise and excitement.* Expresses context-appropriate emotions (language, posture, gestures).* *The first typically precedes the second.	In response to an experience, the child may express or display emotion. This may manifest as excessive activity, withdrawal, crying or facial expression. When a friend arrives at school the child may express happiness. When hurt, the child may cry or express sadness, or anger.
	EL.1.B. Expresses social and/or evaluative emotions, including jealousy, shame and pride.	When a child is painting at the easel and is praised by the teacher, the child's face may show pride. When the child is confronted with having done something wrong, the child may avert eyes. When the teacher sees a child take something that does not belong to that child, and the teacher says to the child, "Jovan is missing his toy," the child may express shame by looking away.
	EL.1.C. Labels basic emotions (happy, sad, angry, scared) in self and others (including picture book characters).	The child chooses an image that matches how the child is feeling. The child labels the emotion of a character in a picture book (with language, facial expression, or choosing an image that matches). When looking at a book, child says, "The boy in the story looked happy when his dog came back."
	EL.1.D. Label basic emotions by answering questions	In response to "How do you feel?" the child responds with an emotion term or facial expression (with language, signs, images, or gestures).
	EL.1.E. Label basic emotions by independently generating a description.	Without prompting, the child tells feelings to teacher or peer (e.g., "I'm happy today.") by using language, signs, images, or gestures.
	EL.1.F. Labels higher order emotions (confused, worried, surprised) to describe self and others (including picture book characters).	The child chooses an image that matches how the child is feeling. The child labels the emotion of a character in a picture book (with language, facial expression, or choosing an image that matches). Child says, "I was surprised when my mom came to school." Child says, "I'm worried that I won't get to play outside with my friend."
Children understand that emotions have a function in getting needs and desires met, and that emotional display and expression can be used for social support.	**EL.2.G.** Displays/expresses emotions to get needs and desires met. Displays/expresses emotions to get help from an adult or peer.	When experiencing difficulty completing a task, child may express frustration (e.g., whining, asking for help using a frustrated voice) in an attempt to gain adult support. A child may cry out joyfully to draw attention (e.g., to block structure, art work, etc.)
Children understand that emotions have causes and effects.	**EL.3.H.** Expresses/labels emotions to describe self and others, including picture book characters, referring to causes and effects in present situations. Expresses/labels emotions to describe self and others, including picture book characters, referring to causes and effect in past situations. Expresses/labels emotions to describe self and others , including picture book characters, referring to causes and effects when predicting future situation. Expresses/labels more than one emotion for single situation. Answers questions using words, images, gestures or sign language about their feelings, and the causes of their feelings. Note: These skills typically follow the order of progression listed.	Child uses words to let the adult know of sad feelings when the mom leaves. For example, child says, "When my Mom drops me off at school, I miss her and I feel sad." Child comforts (e.g., hugs, speaks softly to) a peer who is expressing sadness. Child references the cause of some emotion in the past. For example, when asked a question such as "why are you sad?" the child may reference a situation or person's action as a cause. The child might say, "I'm sad because Michael knocked down my blocks." The child predicts how an action will make a person feel. After reading Peter's Chair, the child may recognize that Peter is both happy and worried about having a baby sister.
Children understand that feelings and actions are separate, and that people may feel and respond differently in similar situations.	**EL.4.I.** Expresses that one may feel different from someone else or others in the same situation.	Sam says to his teacher, "Michael is happy because he is the line leader, but that makes me mad."

	DOMAIN: Cognitive Development	CONSTRUCT: Object Counting
	CLAIM: Students can use content-independent abilities and strategies as well as content – specific skills, processes, and approaches to solve problems and acquire information	

UNDERSTANDING	SKILLS	PERFORMANCE DESCRIPTORS
Recognizes that counting tells the number of objects	**OC.1.A.** Says or indicates counting words randomly, with one number for each object, while tapping or pointing to one and only one object to determine the number of objects in a collection	When a child is counting a very small collection of objects (such as five), the child points to or taps each object with or without the use of adaptive technology, while saying the corresponding number words, and counts all objects. This may be accomplished before the child has the rote sequence of numbers completely correct, so that the child might say, "one, two, three, six" while tapping.
	OC.1.B. Says or indicates counting words correctly, saying one number for each object, while tapping or pointing to one and only one object to determine the number of objects in a collection.	When a child is counting a very small collection of objects (such as seven), the child points to or taps each object, says the corresponding number words as each object is pointed to or tapped, and counts all the objects. The child demonstrates an understanding of one-on-one correspondence, expanding over time the number of objects that can be counted correctly (example: up to seven objects, then up to 11, up to 20, etc.)
	OC.1.C. Keeps track of objects when counting, not counting them twice or missing any.	When a child counts a small collection of objects (such as seven), the child uses some system such as pointing or moving the objects to keep track of which ones have been counted, and is able to count all of them without counting any of them twice or missing any of them. This is accomplished more easily if the items are in a line or other systematic arrangement, and is more difficult and shows more sophistication on the part of the child if the objects are scattered.
	OC.1.D. States or indicates that the last number counted is the total quantity. (Cardinality)	When a child counts a small collection of objects, the child begins counting at one, counts all of them correctly (such as seven), and then says or otherwise indicates, "There are seven."
	OC.1.E. States or indicates the same quantity without recounting OR States or indicates that repeated counting yields the same number, and recognizes the need to check by recounting if counting the same objects twice has yielded different answers	After counting a small collection of objects (such as seven) a student is asked, "If you count this collection again how many will you have?" Responses: • Student confidently states "seven" without recounting • Student recounts and arrives at same number • Student recounts, arrives at a different number, but realizes something must be wrong, and recounts again
	OC.1.F. Names or indicates the same number for rearranged objects without recounting. Explains or indicates that counting twice yields the same quantity. (Conservation)	When a child has finished counting a small collection of objects (such as seven), and the arrangement in the collection has been redistributed (moved, spilled, etc.), when asked "how many are there now," the child says, "Oh there are still seven here," without having to recount.
	OC.1.G. Continues the counting sequence when one object is added to the set, without counting all of them again.	When a child has finished counting a small collection of objects (such as seven), for some reason one more object is added. In order to determine the new number of objects, the child counts on from the number originally counted and says, "…7, 8. Now there are 8 here."
	OC.1.H. Continues the counting sequence when more than one object is added to the set, without counting all of them again.	When a child has finished counting a small collection of objects (such as seven), for some reason more objects are added. In order to determine the new number of objects, the child counts on from the number originally counted and says, "…7, 8, 9, 10, 11. Now there are 11 here."

NC Standard Course of Study: K.CC.4 Understand the relationship between numbers & quantities; connect counting to cardinality.

DOMAIN: Health and Physical Development	CONSTRUCT: Fine Motor
CLAIM: Students can demonstrate competencies in motor skills and movement patterns.	

GRIP AND MANIPULATION

UNDERSTANDING	SKILLS	PERFORMANCE DESCRIPTORS
Children develop visual motor integration. Note: Children develop perceptual skills that inform fine motor movement.	**FM.1.A.** Uses a fisted grip or palmer grasp to reach, manipulate or hold items (palmer grasp), with whole arm movement.	When observed in a variety of settings, child grasps object with entire hand, fingers pointing down or five finger grip (palmer grasp), using whole arm movement (shoulder and elbow). Examples: Using an object like fork, spoon, paintbrush, marker, crayon, pencil, block, counting bear, etc. Scissors grip: May try to use both hands, one gripping the top loop and one for the bottom loop in order to open and close. Alternately, may insert index finger in one loop and middle finger in other loop.
	FM.1.B. Uses thumb and fingers to manipulate objects (pincer grip), with whole arm movement and increased stability from the shoulder.	When observed in a variety of settings, child uses thumb and fingers to manipulate or move objects (pincer grip); with more stability in should movement. Examples: Using an object: fork, spoon, crayon, block, dice, grape, cracker, holds a writing utensil with a tripod grip, etc. Self-help skills: Buttoning, zipping, snapping, etc.
	FM.1.C. Uses refined wrist and finger movement, beginning to transfer control of movement from the shoulder to the elbow.	When observed in a variety of settings, child uses precise finger movement (isolated control of each finger). Manipulation is controlled and stabilized from the wrist through fingers allowing for greater accuracy. (Demonstrates competency of fine motor skills). Examples: Writing and drawing utensils, using Lego® toys, tearing paper, picking up chips or coins, opening bottle, picking up lace of shoe. Self-help skills: Buttoning, zipping, snapping, etc. Scissor grip: Does have thumb in top loop, may have index finger or multiple fingers in the bottom loop. Elbow is away from body and elevated, whole arm movement.
	FM.1.D. Uses hands with minimal elbow movement and primary control from wrist and fingers.	When observed in a variety of settings, child uses thumb and fingers to manipulate or move objects. The wrist and fingers move together as a unit with less movement from the shoulder. When writing or drawing, fingers may appear still and close together. Examples: Writing and drawing utensils, using Lego® toys, tearing paper, picking up chips or coins, opening bottle, picking up lace of shoe. Self-help skills: Buttoning, zipping, and snapping, etc. Scissors grip: Correct scissors grip with thumb in top, middle finger in bottom (and maybe ring finger, too, depending on size of loop), index finger along bottom of blade for stabilization. Sometimes elbow is close to body and shoulder is beginning to be more stable.

HAND DOMINANCE

UNDERSTANDING	SKILLS	PERFORMANCE DESCRIPTORS
	FM.2.A. Uses no established dominance for lead/dominant hand (switching still continues).	When observed in a variety of settings, child will be inconsistent on which hand is chosen for activities. Examples: Using drawing/writing utensils, using scissors, tossing a beanbag, using eating utensil.
	FM.2.B. Uses established dominant hand.	When observed in a variety of settings, child picks up an object or writing tool, more often using the same hand. Examples: Throwing a ball, writing/drawing, painting/coloring, pushing a toy car along a path, scooping beans in a jar with a spoon, brushing hair and teeth.
	FM.2.C. Performs action involving opposing hand movements.	When observed in a variety of settings, child uses opposing hands in an attempt to accomplish a task. Child does not rely solely on the dominant hand. Hands are performing the same task opposite one another. Examples: Tearing paper, catching a ball, snapping snaps, using a Velcro® fastener, playing a drum with a stick in each hand, opening a milk carton, clapping, tapping two sticks together, rolling a ball with two hands.
	FM.2.D. Manipulatives with dominant hand with assistance from other hand.	When observed in a variety of settings, child uses one hand for manipulation and one hand for assistance. It is a controlled action. Hands can perform independent actions. Examples: • Holding paper still with one hand while writing or drawing with the dominant hand. • Holding and turning paper with one hand while cutting with the dominant hand. • Holding a string with one hand using the dominant hand to place a bean on a string. • Stabilizing the block tower with one hand while adding a block on top with the other hand. • Zipping UP school bags and clothing. • Screwing on jar lids. • Turning pages.

CROSSING MIDLINE

UNDERSTANDING	SKILLS	PERFORMANCE DESCRIPTORS
	FM.3.A. Does not cross midline (the invisible line running from our head to our toes, dividing the body into left and right halves).	Child uses left hand to manipulate or pick up things on own left and right hand for things on own right. May switch between both hands. Examples: • Painting the capital letter A, child makes a right slanted line with right hand, then passes the paintbrush to the left hand to make the left slanted line. • Picking up chips while counting to ten, child picks up the chips on the right side with the right hand and left side with left hand.
	FM.3.B. Inconsistently crosses midline.	Child crosses the midline sometimes, but on occasion manipulates objects to avoid crossing the midline. Examples: • During song activities like the "Macarena months," child crosses right arm to touch left shoulder, left arm to right knee, but not consistently. • Writes/draws on a paper sometimes from left to right; other times will turn body and/or move paper to avoid crossing the midline.
	FM.3.C. Consistently crosses midline.	Child consistently crosses the midline during a variety of activities and tasks. Uses dominant hand for movement and manipulation around the body, not just on the side of that hand. Does not manipulate body, paper or objects in order to accomplish task without crossing midline. Examples: • Picks up game pieces on the entire board with dominant hand • Paints on all areas of large paper with dominant hand • Brings racket across to hit a ball instead of switching to other hand.

DOMAIN: Language Development and Communication **CONSTRUCT: Letter Naming**

CLAIM: Students can acquire the foundational skills for reading and integrate these skills for comprehending increasingly complex texts in home, school and community.

UNDERSTANDING	SKILLS	PERFORMANCE DESCRIPTORS
Understands that spoken language can be represented by letters.	**LN.1.A.** Recognizes own name in isolation and in context.	When provided a list of classmates' names (on cards, paper, or digital learning devices), the child selects own name from the other names. For example, the child could pick up or point to own name. When using a digital device, the child may touch or click on own name. In print material, (poems, stories, word wall, informational text, digital media) the child selects own name from other words using a pointing device. The pointing device could be a finger or a pointing or framing tool. For example, when using a digital device, the child may touch or click on own name. Within a print storybook or poem, the child may be provided a framing tool to frame own name.
	LN.1.B. Makes connections to particular letters in the print environment (one's name, family members' names, friends' names).	Throughout the school environment, the child makes connections with particular letters in the print environment and to own name and family members' names: Examples: • The child notices that his name, Paul, has some of the same letters as his classmate's name, Pablo, when looking at the class list posted on the wall in the classroom. • The child notices that the name of her school, George Watts Elementary, has a letter that is in Grandma's name. The child may point to the G and say, "That's like G in Grandma."
	LN.1.C. Locates, talks about, and/or asks questions about letter(s) in the print environment.	When prompted, the child can locate letters in the classroom environment. For example, when given a specific pointing device and prompted, "Use your pointer to find a letter in the classroom." During school day routines, the child notices letters by gesturing to them and saying, "I see a letter" or "I know that one!" These are instances of the child spontaneously noticing letters in the school print environment. Throughout the school environment, the child asks questions, about letter names in the following ways: to make connections to known letters, to identify unknown letters, to sort out features of letters. Examples may include: • "What is that letter?" • "Why does that letter look like that?" (When noticing a difference in fonts or upper/lower case" • "Is that one a 'g' too? (When noticing differences in fonts or upper/lower case.) • "What is that little part on that O?" (When talking about a Q.) In print material (poems, stories, word wall, informational text, digital media), the child notices and asks questions about letters. These questions may be to make connections to known letters, to identify unknown letters, or to sort out features of letters. Example: During shared reading and writing, the child asks: • "What is that letter?" • "Why does that letter look like that? (When noticing a difference in fonts or upper/lower case.) • "Is that one a 'g' too? (When noticing differences in fonts or upper/lower case.) • "What is the little part on that O?" (When talking about a Q.)
	LN.1.D. Discriminates letters from pictures and numbers.	In print material, (poems, stories, word wall, informational text, digital media), the child accurately selects letters when prompted to do so. For example, during small group or large group shared reading, when prompted to "show me some letters or a letter," the child points to or uses a framing tool to frame a letter or the letters within the text. When given some numbers and letters (magnetic, on cards, paper, or digital learning device), and prompted to do so, the child selects letters rather than numbers or pictures accurately. For example: If using magnetic letters, the child could be prompted to "pick up a letter." If using a digital device, the child could touch or click a letter.
Knows features of letters	**LN.2.E.** Says the letters in own name.	When prompted orally, the child can say some-to-all* of the letters in own name. For example: The teacher asks Paul to say to letters in his name and he responds will the letters, "P-a-u-l." *Some-to-all indicates a range of letter knowledge within an individual name. For children with longer names, they may say some-to-all of the letters in their own name.
	LN.2.F. Accurately selects and names the letters in own name.	When given a small group of letters, including the ones in own name (magnetic, large foam letters, on cards, paper, or digital learning device), the child selects and names some-to-all* of the letters that appear in own name. For example, if using magnetic letters, the child picks up or points to letters and says own name. If using a digital device, the child touches or clicks on letters and says own name. In print material, (poems, stories, word wall, informational text, digital media), the child selects letters that appear in own name using a pointing device, and names the letters. The pointing device could be a finger or a pointing or framing tool. For example, when sing a digital device, the child may touch or click on the letters in own name within a digital text and name them aloud. Within a print storybook or poem, the child may be provided a framing tool to frame the letters in own name and accurately select and name aloud some-to-all* of the letters in own name. *Some-to-all of the letters indicates a range of knowledge. For children with longer names, they may select and name some-to-all of the letters in own name.
	LN.2.G. Accurately selects letters when given the letter name.	When provided letters, either uppercase or lowercase (magnetic, large foam letters, on cards, paper, or digital learning device) and provided an oral prompt for each letter, the child can accurately select most of the letters. For example, when using magnetic letters, the oral prompt would be to point to or pick up the T, and the child picks up or points to the T. The oral prompting would continue until the child accurately selects most of the letters, either uppercase or lowercase. For a digital learning device, the child would be orally prompted to touch or click on a specific letter and would respond by accurately touching or clicking the letter until most letters are accurately selected. In print material (poems, stories, word wall, informational text, digital media), the child accurately selects most letters using a pointing device, when orally prompted with letter names. The child could use a finger, a pointing tool, or a framing tool. For example, when using a digital device, the child may touch or click on the letters when prompted. Within a print storybook or poem, the child may be provided a framing tool to frame the letters when prompted.
	LN.2.H. Accurately matches some uppercase to lowercase letters, matching the same letter uppercase to lowercase form.	When given a collection of known letters (either uppercase or lowercase), the child matches the known letter to its other form (matching magnetic letters, electronic letter matching activities, matching letter cards, letter matching games) for some letters. In print materials (poems, stories, word wall, informational text, digital media), the child selects the matching uppercase or lowercase letter when prompted. The selecting device could be finger pointing, or a pointing or framing tool that is provided. For example, during shared reading, the child may be provided a framing tool to frame the letters when prompted, "Here is the uppercase M, can you find the lowercase m?" The child accurately matches for some letters.

UNDERSTANDING	SKILLS	PERFORMANCE DESCRIPTORS
Knows features of letters, continued	**LN.2.I.** Accurately names some letters (uppercase or lowercase)	When provided with letters*, either uppercase or lowercase (magnetic, large foam letters, on cards, paper or digital learning device), the child accurately selects and says the letter name for some ** letters. For example: If using magnetic letters, the child picks up and accurately says the name for some of the letters, either uppercase or lowercase. For a digital learning device, the child touches or clicks and accurately names some uppercase or lowercase letters aloud. *When providing letters, select a small group of letters, either all uppercase or all lowercase, no more than 7 letters at a time (example: A, E, X, M, Q, U, G, or a, e, x, m, q, u, g). When the child is successful with the first small group by picking up and naming or pointing to and naming some of the letters, more can be added in additional groups until all letters have been provided. **Some indicates a range of accurate responses within the random group of letters. For example, provide 7 letters to the child, some letters would be 2-3 letters of the initial group of 7 letters, and this range of accuracy may continue until a range if 8-13 of the uppercase or lowercase letters is named. In print material (poems, stories, word wall, informational text, digital media), the child accurately selects and says the letter name for some*** uppercase or lowercase letters using a pointing device. The pointing device could be a finger or a pointing or framing tool. For example, within a print storybook or poem, the child may be provided a framing tool to frame the letters as they accurately name some uppercase or lowercase letters aloud. ***Some indicates a range of accurate responses within the printed materials provided. For example, when the child is able to select and accurately name some letters throughout printed materials within the following range (8-13 letters), then that would indicate some of 26 uppercase or lowercase letters.
	LN.2.J. Accurately names most letters (uppercase **or** lowercase)	When provided with uppercase <u>or</u> lowercase letters* (magnetic, large foam letters, on cards, paper, or digital learning device), the child can accurately select and say the letter name for most** letters. For example: If using magnetic letters, the child can pick up and accurately say the name for most of the letters. For a digital learning device, the child can touch or click and accurately name most letters aloud. *When providing letters, select a small group of letters, either all uppercase or lowercase, no more than 7 letters at a time (example: A, E, X, M, Q, U, G or a, e, x m, q, u, g). When the child is successful with the first small group by picking up and naming or pointing to and naming most of the letters, more can be added in additional groups until all letters have been provided. **Most indicates a range of accurate responses within the random group of letters. For example, provide 7 letters to the child, most letters would be 4-6 letters of the initial group of 7 letters, and this range of accuracy may continue until a range of 14-25 are named of uppercase or lowercase letters. In print material (poems, stories, word wall, informational text, digital media), the child accurately selects and says the letter name for most*** letters either uppercase or lowercase, using a pointing device. The pointing device could be a finger or a pointing or framing tool. For example, within a print storybook or poem, the child may be provided a framing tool to frame the letters while accurately naming most letters aloud. ***Most indicates a range of accurate responses within the printed materials provided. For example, when the child is able to locate and accurately identify most letters throughout printed materials within the following range (14-25 letters), that would indicate most uppercase <u>or</u> lowercase letters.
	LN.2.K. Accurately names forms of the same letter for most letters (uppercase **and** lowercase)	When provided with uppercase <u>and</u> lowercase letters* (magnetic, large foam letters, on cards, paper, or digital learning device), the child can accurately select and say the letter name for most** letters. For example: If using magnetic letters, the child picks up and accurately says the name for most of the uppercase and lowercase letters. For a digital learning device, the child touches or clicks and accurately names most uppercase and lowercase letters aloud. *When providing letters, select a small group of random uppercase and lowercase letters (A, e, X, m, Q, U, g), and when the child is successful with the first small group by picking up and naming our pointing to and naming most of the letters, more can be added in additional random groups until all letters have been provided. **Most indicates a range of accurate responses within the random group of letters. For example, provide 7 letters to the child, most letters would be 4-6 letters, and this range of accuracy may continue until a range 14-25 are named of uppercase and lowercase or 28-50 are named of uppercase and lowercase letters. In print materials (poems, stories, word wall, informational text, digital media), the child accurately selects, using a pointing device, and says the letter name for most letters, both uppercase and lowercase. The pointing device could be a finger, or a pointing or framing tool. For example, within a print storybook or poem, the child may be providing a framing tool to frame the letters while accurately naming mostly uppercase and lowercase letters aloud.
	LN.2.L. Accurately names all letters of the alphabet (uppercase **and** lowercase, including different fonts encountered during reading.	When provided with uppercase **and** lowercase letters (magnetic, on cards, paper, or digital learning device), the child can accurately select and say the letter name for all letters. For example: If using magnetic letters, the child can pick up and accurately say the name for all of the uppercase and lowercase letters. For a digital learning device, the child can touch or click and accurately name aloud all uppercase and lowercase letters. In print materials (poems, stores, word wall, informational text, digital media), the child accurately selects using a pointing device and say the letter name for all letters, both uppercase and lowercase. The pointing device could be a finger, or a pointing or framing tool. For example, within a print storybook or poem, the child may be provided a framing tool to frame the letters, while accurately naming aloud all uppercase and lowercase letters.

DOMAIN: Language Development and Communication	CONSTRUCT: Following Directions

CLAIM: Students can use and continue to develop effective listening and communication skills (e.g. verbal and non-verbal) for a range of purposes, audiences, and settings/contexts in increasingly complex ways.

UNDERSTANDING	SKILLS	PERFORMANCE DESCRIPTORS
Children understand how to respond to directions, requests, and commands in a variety of settings (one-on-one with an adult, one-on-one with a peer, small group setting, large group setting).	**FD.1.A.** Respond with silence	When a child hears a direction, request, or command given by a teacher or peer, the child does not respond with a verbal or nonverbal answer. When the teacher or peer repeats the same direction, request, or command to ensure the child had heard the statement, the child provides a cue (looking/ glancing at the speaker, making eye contact) to indicate that the speaker has been heard, but the child still does not respond verbally or non-verbally. The child does not complete the request.
	FD.1.B. Responds nonverbally to simple requests in a variety of ways (nodding, pointing, gesturing, facial expressions, eye pointing, sign language).	When the teacher says, "Would you please take this note to the office?" the child nods (gives thumbs up, takes the note and smiles, etc.) to indicate to the teacher an intention to take the note to the office. The child then completes the request. When signing a song in the classroom that involves requests (e.g., "If You're Happy and You Know It"), the child does not sign but completes the request in the song (claps hands, stomp feet, etc.)
	FD.1.C. Indicates when something is not understood by making gestures or asking "what?"	When the teacher or peer asks the child a question ("Do you have your lunchbox?" "Is your best friend Erika?" "Do you like apples?" etc.), the child asks, "What?" or makes a gesture (shrugs shoulders, raises/ creases eyebrows and looks at the speaker, signs "what" using sign language, etc.) to indicate to the speaker the child does not understand what was asked for or stated.
	***FD.1.D.** <u>When given visual cues</u>, accurately follows an oral one-step directions that includes positional words: • On, off, in out, under • In front of, behind, on top of, bottom, before, after • Next to, between, above, below	In a variety of settings and situations, the child completes one-on-one directions correctly when provided with a visual cue. **On, off, in, out, under** Examples: • The teacher points (as a visual cue) and says, "Put the crayon under the paper." • When the child is working in centers, the teacher holds up a child's journal and points to the journal basket and instructs the child who "owns" the journal to put the journal in the basket. The child then takes the journal and places it in the basket. • When the child enters the classroom, the teacher says, "Good Morning. Remember to put your coat on the hook." The teacher walks over and touches the coat hooks in the classroom while providing the directions. The child places coat on the hook. **In front of, behind, on top of, bottom, before, after** Examples: • The teacher points (as a visual cue) and says, "Put the crayon in front of the box." Child puts the crayon in front of the box. • As children are gathering in the room for group time, the teacher walks over to a child and says (While pointing to John), "Would you please sit behind John?" The child sits behind John. **Next, to, between, above, below** Examples: • The teacher points (as a visual cue) and says, "Put the crayons next to the box." Child puts crayons next to the box. • After the teacher reads *The Gingerbread Man*, children in a small group are engaged in creating their personal gingerbread man. After finishing with the activity, they bring their gingerbread men to use for a listening activity. The teacher has brought to the lesson some additional small items (hat, shoes, buttons, ties, mittens, etc.). The teacher gives oral directions to the small group of children. While holding the purple hat in one hand and the gingerbread man in the other hand, the teachers says, "Place the purple hat above the gingerbread man." Child places the purple hat above the gingerbread man.
	***FD.1.E.** <u>Without visual cues</u>, accurately follows oral one-step directions that include positional words: • On, off. In, out, under • In front of, behind, on top of bottom, before, after • Next to, between, above, below	In variety of settings and situations, the child completes one-on-one directions correctly without a visual cue. **On, off, in, out, under** Examples: • The teacher says, "Take the crayon and put it under the paper." The child puts the crayon under the paper. • When the child is writing a journal entry at the writing center where the teacher is located, the teacher says, "Great writing! Please put your journal in the basket." The child then takes the journal and places it in the basket. • When the child enters the classroom, the teacher says, "Good morning. Remember to put your coat on the hook." The child places coat on the hook. • When the child is exploring with Unifix® cubes in the math center, the teacher sits down beside the child and says, "Can you put the red cube on top of the blue cube?" The child places the red cube on top of the blue cube. **In front of, behind, top, bottom, before, after** Examples: • As children are gathering in the room for group time, the teacher walks over to the child and says, "Would you please sit behind John?" The child sits behind John. **Next to, between, above, below** Examples: • The teacher says, "Take the crayon and put it next to the box." Child puts the crayon next to the box. • After the teacher reads *The Gingerbread Man*, children in a small group are engaged in creating their personal gingerbread man. After finishing with that activity, they bring their gingerbread men to use for a listening activity. The teacher has brought to the lesson some additional small items (hats, shoes, buttons, ties, mittens, etc.). The teacher gives oral directions to the small group of children. The teacher says, "Place the purple hat above the gingerbread man." Child places the purple hat above the gingerbread man.
	FD.1.F. Asks simple questions to clarify directions, requests, and commands.	When the teacher provides directions for an assignment, the child asks questions for clarification. Examples: • The class is sitting together during group time and, the teacher says, "When you get back to your seat, I want you to pull out your magnetic letters and whiteboard for Word Work." The child says, "Can you say that again?" • When a teacher is explaining how to complete an activity, child asks questions such as the following: "Why are we doing that?" "What is that for?" "What are we doing?" "What do we do after….?" "Can you say that again?"

UNDERSTANDING	SKILLS	PERFORMANCE DESCRIPTORS
	FD.1.G. <u>With visual cues</u> (if needed), follow two-step directions.	Teacher gives directions while pointing (as a visual cue), "Take the crayon out of the box and put the crayons under the paper." When the child is exploring with Unifix® cubes in the math center, the teacher sits down beside the child and says, "I can tell you like exploring with the cubes. It is great how you have connected many colors of Unifix® cubes together to make a tower. Handing the child a red cube and pointing to the blue cube if a visual is needed, the teacher says, "Place the red cube on top of the blue cube, and then put the yellow cube under the blue cube." (The teacher hands to child the yellow cube and points to the bottom of the blue cube – if a visual is needed.) When the child enters the classroom the teacher says, "Good morning. Remember to put your coat on the hook and put your reading book on your table." (The pictures for the morning routine are posted on a bulletin board. The teacher could point to pictures on the bulletin board if a visual cue appears to be needed.) The child places coat on the hook and places the reading book on the table
	FD.1.H. <u>Without visual cues</u>, accurately follows two-step directions.	When the child is exploring with Unifix® cubes in the math center, the teacher sits down beside the child and says, "I can tell you like exploring with the cubes. It is great how you have connected many colors of Unifix® cubes together to make a tower. Place the red cube on top of the blue cube and then put the yellow cube under the blue cube." The child places the red cube on top of the blue cube and connects the yellow cube under the blue cube. When the child enters the classroom before the tardy bell, the teacher says, "Good Morning. Please unpack your book bag and bring your lunch money to me." The child unpacks book bag and takes lunch money to the teacher.
	FD.1.I. <u>With visual cues</u>, (if needed), accurately follows three-to-four step directions at one time, and carries out the tasks over time.	While posting a picture schedule for later reference, the teacher gives directions orally, saying, "Finish your math stations, wash your hands, and eat your snack." Child accurately follows directions. When children are sitting together at group time, the teacher provides directions to the class about the tasks to be completed over the next hour. The teacher says, "Class, when I excuse you from the group, you will need to finish the math problems on your table, wash your hands, and eat your snack." The child finishes the math problems, washes hands, and then eats snack. (The teacher may choose to post picture reminders at the front board for children's reference if assistance is needed.) When the child enters the room in the morning, the teacher says, "When your get to your seat, please take out your writing journal, turn to the next clean page, and begin to write a sentence about something your would like to share with me. Raise your hand when you are finished." The child is able to go to the table, take out the writing journal, turn to the next clean page, and then write a sentence. The child raises a hand when finished. (The teacher may choose to use visuals on the front of the board by drawing or posting pictures of a table, writing journal, clean page, a child writing, and a raised hand.)
	FD.1.J. <u>Without visual cues</u>, accurately follows three- to four-step directions at one time and carries out the task over time.	Teacher gives directions orally with NO picture schedule: "Finish your math problems, wash your hands, and eat your snack." When the children are sitting together at group time, the teacher provides directions to the class about the tasks to be completed over time. The teacher says, "Class, when I excuse you from the group, you will need to finish the math problems on your table, wash your hands, and eat your snack. The child finishes the math stations, washes hands, and then eats snack. **(No Visuals are given.)**
	FD.1.K. <u>With visual cues</u> (if needed), accurately follows mult-step directions (four or more steps).	When the teacher provides directions individually, in a small group setting, or a large group setting, the teacher explains the expectations for what the child is to complete. After ensuring the children are paying attention, the teacher gives the directions orally while providing a visual to post for the children to refer to later (visuals can be drawn on the board, printed pictures, etc.). Example: The teacher says, "This activity will be completed with your partner. Lay the shapes on your partner's or the table. Find two shapes that are the same. Partition the shapes into equal parts. Raise your hand when you are finished and I will come to you."

***FD.1.D. and FD.1.E. can be found on the NC KEA platform under Objectives/Dimensions, Mathematics, Objective 21a. – Understanding Spatial Relationships